**North Carolina 6-Point Lesson Plan – Grace Halvorsen**

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| **Lesson Created By:** Grace Halvorsen with Reference to Spotlight on Music Grade 1 | |
| **Class Name, Grade Level:** *1st Grade* | **Topic: High and Low Notes (Sol, Mi) Bee Bee Bumblebee / Here We Sit** |
| **Date(s) & Times Lesson Will Be Presented: 02/28/14** | **Teacher(s) Presenting:**Ms. Halvorsen |

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| **Music Essential Standard(s)** | 1.MR.1.1 Use corresponding movements or actions to respond to prominent music characteristics (such as patterns in rhythm, melodic contour, dynamics, and form) while listening to and/or singing music.  1.MR.1.2 Recognize melodic patterns, rhythmic patterns, dynamics, and forms when presented aurally.  1.ML.1.1 Use proper technique when singing and playing a variety of music. |
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| **Differentiation** | * *Students with visual and or hearing impairments may sit closer to the teacher and projector.* |
| **Integrated Core Standards** | **CCSS.ELA-LITERACY.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.**  **CCSS.ELA-LITERACY.RF.1.4 Read with sufficient accuracy and fluency to support comprehension.** |

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| **Materials Needed** | * Various instruments * whiteboard and markers * computer and projecter * piano |

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| **Activity** | **Description of Activities Including \*Student Movement & *Modifications/Accommodations*** | **Type of Assessment** | **Time** |
| I. Focus and Review/Link to Prior Learning | * Teacher vs. Student flash cards (focusing on eighth, quarter, and rest) | N/A | 5 minutes |
| II. Statement of Objective (Align with NC Standards) | “Today we will be showing and recognizing high and low notes and ta’s and titi’s.” | N/A | 1 minute |
| III. Teacher Input (Present new terms, present new information) | Today we will be reading music! We will be reading the rhythms as well as the pitches.  1. Read and clap the rhythm of “Bee, bee, bumblebee  2. Say the words of the song in rhythm.  3. Locate the high and low notes (Identify them as So and Mi)  . | Begin to formatively assess students’ understanding of new material. | 1:10-1:25 |
| IV. Guided Practice (Elicit performance & give informal feedback) | 4. Sing the song with pitch syllables and hand signs, in rhythm.  5. Sing the song with words  6. Have children sit in a circle. Place a box of small rhythm instruments in the center, representing the “hive.” Choose a child to be “it.” All sing the song as “It” points to one child per beat around the circle. The person to whom he or she points on the word out is a “Bumblebee” and flies,” or moves to the “hive” selecting an instrument to play the game continues with those in the center playing to the beat while the others sing. The last child chosen will be “It” when the game is played again.  Students still show sol and mi. | Only formative types of assessment | 1:25-1:50 |
| V. Independent Practice -Seatwork and Homework (Retention and transfer) | 1. Students play game while showing and singing quarters and eighths and high and low notes. | Summative  Rubric  4 = Exceeds expectations  3 = meets expectations  2 = meets expectations with a lot of help  1 = No attempt | 8-10 min. |
| IV. Guided Practice (Elicit performance & give informal feedback) | 1. The children clap the rhyhm for “Here We Sit,”  2. Say the words of the song in rhythm.  3. Locate mi and so on the staff and identify the starting pitch. Then sing the song in rhythm with pitch syllables and hand signs. |  |  |
| V. Independent Practice -Seatwork and Homework (Retention and transfer) | 1. Have children close their eyes and sing the song as one child hides. After singing the song, the children open their eyes and discover who is missing. The hiding child returns and the game continues.  2. Students play game while showing and singing quarters, eighths, high, and low notes. |  |  |
| IV. Guided Practice (Elicit performance & give informal feedback) | 1. Explain to children that a string quartet has four instruments: two violins, a viola, and a cello.  2. Listen to string quartet in CD 11:30 raising their hands when they hear the melody.  3. Decide which sections have the so-mi-so-mi motive  4. Listen again and act out what they think the music is about  5. Take turns making up melodies beginning with so-mi-so-mi |  |  |
| V. Independent Practice -Seatwork and Homework (Retention and transfer) | *1. Students recognize and demonstrate so-mi while listening* |  |  |
| VI. Review & Closure/ Restatement of Objective/ Summarization | **Does a small instrument have a high or low pitch?** | N/A | 3 min. |